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| Geography KS2 REACH overview | | | | |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Autumn -** Villages, towns and cities | **Autumn –** Rivers | **Autumn –** Slums (Europe) | **Autumn – Population** |
| Knowledge | * Where are the worlds people? * What is a settlement? * What affects where people live? * How are settlements shaped? * What makes up a city? * How are cities and villages different places to live? | * What are the world’s rivers? * How do rivers shape the land? * What landforms can create a river? * Why are rivers important to people? * What happens when a river floods? | * What is a slum? * Why do slums develop? * How are Rocinha and Dharavi similar and different? * What challenges do people face living in slums? * How can life in the slums be improved? * How can crime be tackled in slums? | * Where are all the people? * Why does population change? * What is a population pyramid? * What challenges can a growing population present? * How do we feed the planet? |
| Skills | * They can describe the main features of a village. * They can describe the main physical differences between cities and villages. * They can explain why people may choose to live in a villages rather than a city. * They can explain why a place is like it is. * They can explain why people are attracted to live in cities. | * They can explain why main cities of the world are situated by rivers. * They can use maps and atlases appropriately by using contents and indexes. * They can locate and name some of the main islands that surround the UK. * They can carry out a survey to discover features of cities and villages. * They can locate the Tropic of Cancer and the Tropic of Capricorn. * They can label the same features on an areal photograph as on a map. | * They can locate and name the main countries in South America on a world map and atlas. * They can explain how a location fits into a wider geographical location; with reference to human and economical features. * They can give extended descriptions of the physical features of different places around the world. * They can collect information about a place and use it in a report. * They can describe how some places are similar and others are different in relation to their human features. | * They can make careful measurements and use the data. * They can collect information about a place and use it in a report. * They can describe how some places are similar and others are different in relation to their human features. * They can explain what a place might be like in the future, taking account of issues impacting on human features. * They can use maps, aerial photos, plans and web resources to describe what a locality.might be like. |
| Vocabulary | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Settlement  Village  Town  City  Population density  Distribution  Population  Employment  Leisure  Advantage  Disadvantage  Hunter-gatherer  Nomadic people  Land-use | **Tier 1 – Blue**  **Tier 2 - Green**  **Tier 3 - Red**  River  Landscape  Lake  Sea  Ocean  Source  Mouth  Erosion  Transportation  Sediment  Deposition  Riverbed  River Banks  Landform  Tributary | **Tier 1 – Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Slum  Settlement  Densely populated  Inhabitant  Urbanisation  Urban  Rural  Migration  Push factors  Pull factors  Services  Inequality  Quality of life  Standard of living | **Tier 1 – Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Birth rate  Death rate  Infant mortality rate  Natural increase  Natural decrease  Life expectancy  Inequality  Population  Migration  Population density  Population distribution  Rural area  Urban area  Sparsely populated  Densely populated |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Spring** – Mountains and Earthquakes | **Spring** – Migration | **Spring** – Biomes | **Spring** – Globalisation |
| Knowledge | * What is earth made of? * What are fold mountains? * How are volcanoes formed? * How does an earthquake occur? * What happens when a volcano erupts? * What happens when an earthquake occurs? | * What is migration? * How do migrants vary? * How does migration affect people and places? * What is economic migration? * What is a refugee? * How will climate change affect migration? | * What are the Earths biomes? * What affects an ecosystem? * What is the tundra? * What is the taiga? * What is the Savanna? * How are biomes being damaged? | * What is globalisation? * How has globalisation changed the way we communicate? * How does globalisation affect trade? * What does globalisation have to do with fashion? * What does globalisation have to do with food? * Where will globalisation lead us? |
| Skills | * Children can describe how volcanoes are created. * They can describe how earthquakes are created. * They can locate and name some of the most famous volcanoes. * They can describe how volcanoes have an impact on peoples lives. | * They can identify key features of a locality by using a map. * They can use geographical words to describe a place and the events that happen there. * They can name up to six cities in the UK and locate them on a map. * They can explain how the lives of people living in Western Asia would be different from their own. * They can explain why climate change has an effect on people moving. * They can think about the distance and time between two countries. | * Understand geographical similarities and differences through the study of key cities linked with current world issues. * Children can say where the Tropic of Cancer and the tropic of Capricorn is on a world map. * Children can record how different biomes affect living conditions. * They can explain how a location fits into its wider geographical location; with reference to physical features. * They can map land use. * Children can locate the Arctic circle. | * They can give extended descriptions of the physical features of different places around the world. * They can give an extended description of the human features of different places around the world. * They can description how some places are similar and others are different in relation to their physical features. * They can explain why globalisation affects trade. * They can use maps, areal photos, plans and web resources to describe what a locality might be like. * They can name the largest trades in the world and give advantages and disadvantages of these. * They can explain why globalisation has helped some industries. * They can map land use with their own criteria. * They can identify what speed and scale is and how this affects trading with other countries. |
| Vocabulary | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Magma  Tectonic plates  Plate margin  Mountain range  Fold mountain  Volcano  Earthquake  Tsunami | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Migration  Migrant  Source country  Host country  Push factors  Pull factor  Economic migrant  International; migrant  Employment  Refugee  Asylum seeker  Persecution  Climate change | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Biome  Ecosystem  Climate  Deciduous  Dormant  Equator  Fauna  Flora  Latitude  Temperature  Tropics  Deforestation | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Globalisation  Imports  Exports  Trade  International Trade  Politics  Culture  Cultural  Technology  Economy  Economic  Unsustainable  GDP  Revenue  TNC |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
|  | **Summer** – Water, weather and climate | **Summer** – Natural resources in Northern Chile | **Summer** – Energy and sustainability | **Summer** – Local fieldwork |
| Knowledge | * What is Earths water? * What makes up for the weather? * Why does it rain? * Why does the UK have wild weather? * What is the reason for the seasons? * Why is the world’s weather changing? | * What are the world’s natural resources? * How has the use of natural resources changed? * What resources does Chile have? * What resources does the UK have? * How does resource exploitation cause problem? * What is the circular economy? | * What is sustainability? * How do we produce energy? (2 Lessons) * What is special about Curitiba? * What is special about Freiburg? * What does the future hold? | * Why do fieldwork? * What tools do geographers use? (2 lessons) * How do geographers collect data? * How do geographers present their data? * What do geographers do with their data? |
| Skills | * They can explain how the water cycle works. * They are aware of different weather in different parts of the world especially Europe. * They can accurately measure and collect information (rainfall, temperature, windspeed noise, levels). * They can begin to use 4 figure references. * They can accurately plot North, East, South and West on a map. | * Children can confidently describe physical features in a locality. * They can explain how a locality has changed over time with reference to human features. * They can find different views about an environmental issue. What is their view? * They can suggest different ways that a locality could be changed and improved. * They can name a number of countries in the Northern Hemisphere. | * Expand map skills to include non-UK countries. * Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings. * They can map land use. | * They can choose the best way to collect information needed and decide the most appropriate unit of measure. * They can use OS maps to answer questions. * They can accurately use a 4 figure grid reference and a 6 figure grid reference. * They can create a sketch map when carrying out a field study. * They can choose the best way to collect information needed and decide the most appropriate units of measure. * They can confidently explain scale and use maps with a range of scales. * They can recognise key symbols used on ordinance survey maps. * They can make detailed sketches and plans, improving their accuracy later. |
| Vocabulary | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Weather  Climate  Atmosphere  Evaporation  Condensation  Transpiration  Precipitation  Surface runoff  Groundwater  Lake  Stream  River  Infiltration  Temperature | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Natural resources  Exhaustible/non-renewable  Consumption  Abundance  Scarcity  Fossil fuels  Renewable  Extraction  Mining | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Sustainable  Unsustainable  Renewable energy  Non-renewable energy  Fossil fuels  Pivotal  Development  Abode  Economic  Unprecedented  Biodegradable  Controversial  Technology | **Tier 1 - Blue**  **Tier 2 - Green**  **Tier 3 - Red**  Fieldwork  Primary data  Secondary data  Quantitative data  Qualitive data  Analysis  Conclusion  Evaluation  Accuracy  Reliability  Bias  Correlation |
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